



tn educational equity coalition

# ESSA: Early Postsecondary Opportunities

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# Goals for this Session

- Review Tennessee Educational Equity Coalition
  - Priorities & ESSA Engagement Strategy
- Review Tennessee's ESSA plan & the Ready Graduate Indicator
- Discuss Tennessee Department of Education's approach to including the Ready Graduate Indicator
- Discuss strategies for engagement and learning at the local and state level



Who are we?

[www.tnedequity.org](http://www.tnedequity.org)



tn educational equity coalition



# What do we mean by Equity?



# Our 3 Policy Priorities

- Priority 1: Excellent Teachers and Leaders for Every Child
- Priority 2: Strong Accountability Systems
- Priority 3: Appropriate and Equitable Resources

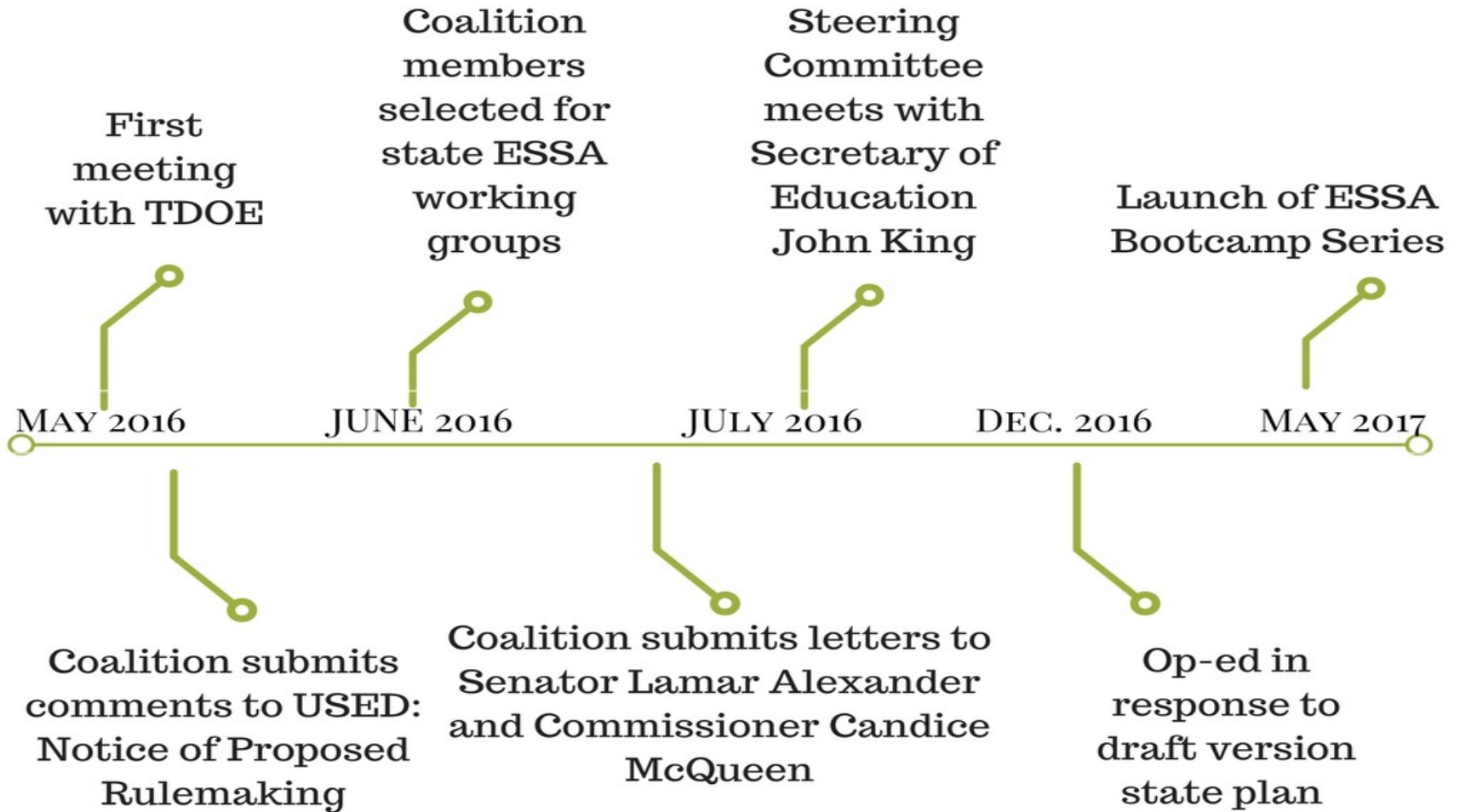


# Why should we care about ESSA?

- ESSA was a bipartisan bill signed into law in December, 2015.
- ESSA is fundamentally a civil rights law.
- ESSA allows us an opportunity to ensure all students are treated equitably.
  
- The impact ESSA will have on students will depend on the involvement and advocacy of community members.
- It is our collective responsibility to remain engaged as the state plan moves into implementation.



# Equity Coalition ESSA Engagement



# What did we advocate for?

## **1. Careful selection of Indicators:**

- Must be able to disaggregate the data for each student group
- Must be able to differentiate between schools and districts
- Must be aligned to post-secondary readiness and academic outcomes
- Must send a clear signal to schools about the priorities of the state
- Must trigger actions by school personnel and the allocation of resources to ensure all students succeed on the metric

## **2. Chronic Absenteeism & an Opportunity Metric tied to access to college and career readiness**





# Featured Presenter

**Patrice Watson**

*Director of Early Postsecondary Division of College,  
Career, and Technical Education*

Tennessee Department of Education



# Measure of School Quality and Student Success

## Ready Graduate indicator (for high schools)

Graduation Rate multiplied by the percentage of students who are **Ready Graduates**. A Ready Graduate meets one of the following criteria (students can only be “counted” once):

1. scoring **21 or higher on ACT** OR
2. completing **4 EPSOs** OR
3. completing **2 EPSOs + earning industry certification** (on a CTE pathway leading to a credential) OR
4. completing **2 EPSO + designated score TBD on ASVAB AFQT**

*This metric defines four “checks” for evidence that graduates have **demonstrated** postsecondary and workforce readiness.*



# Our Vision

- We believe all high schools should offer a diverse **portfolio** of early postsecondary opportunities (EPSO) for students.
- We believe **all students** should have an opportunity to earn postsecondary credits/hours and transferable industry certifications while in high school.



# Early Postsecondary Opportunities Help Students Achieve Success After High School

## Early postsecondary opportunities allow students to:

- Earn postsecondary credits in high school.
- Become familiar with postsecondary learning expectations and requirements.
- Develop confidence and study skills necessary for success in postsecondary coursework.
- Make more informed decisions about postsecondary plans and career goals.
- Decrease the time and cost of completing a certificate or degree.

**Students who participate in early postsecondary courses are more likely to enroll and persist in college.**



# What are EPSOs?

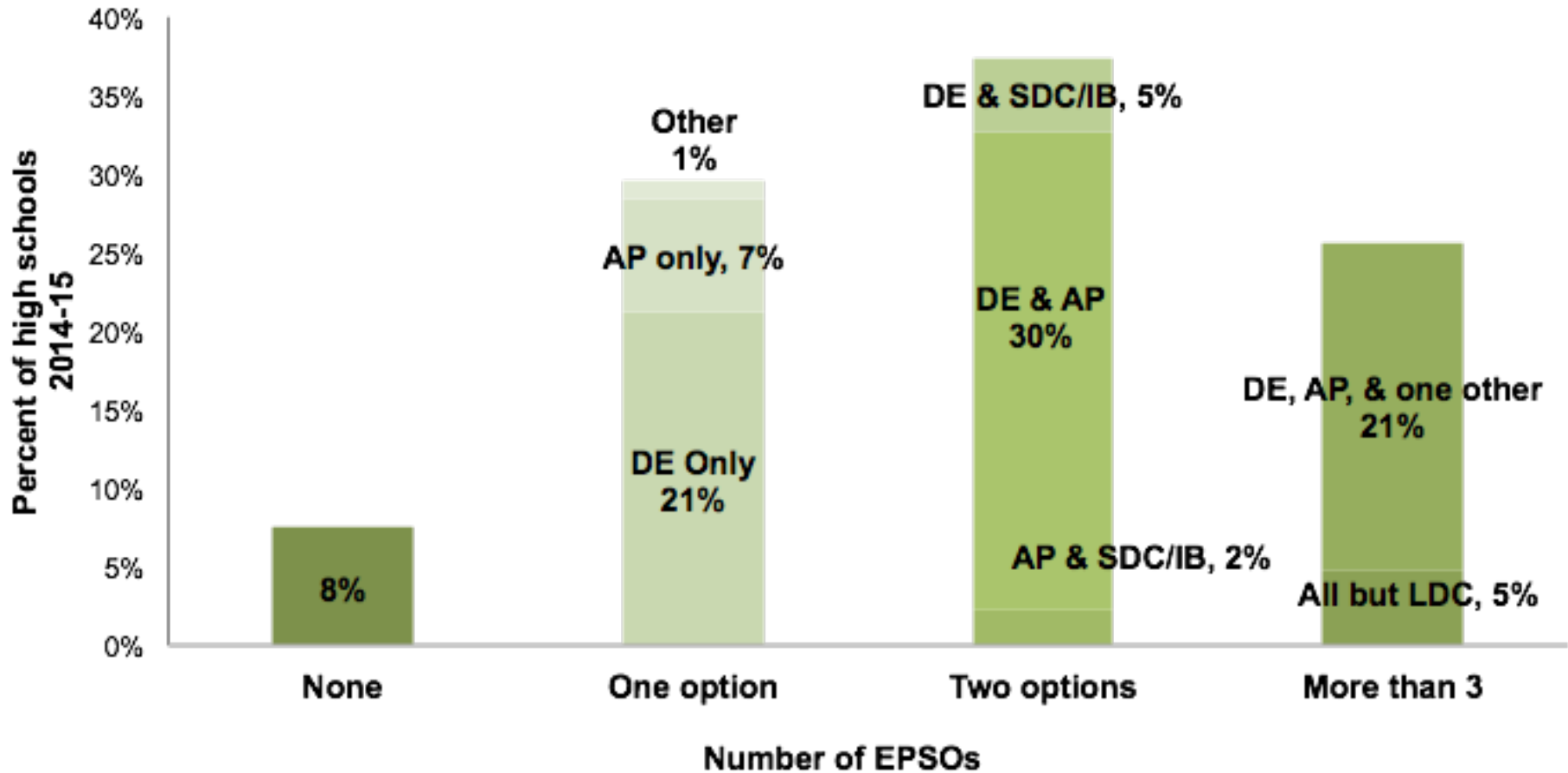
An Early Postsecondary Opportunity (or EPSO) is a course and/or exam that gives students a chance to obtain postsecondary credit while still in high school.



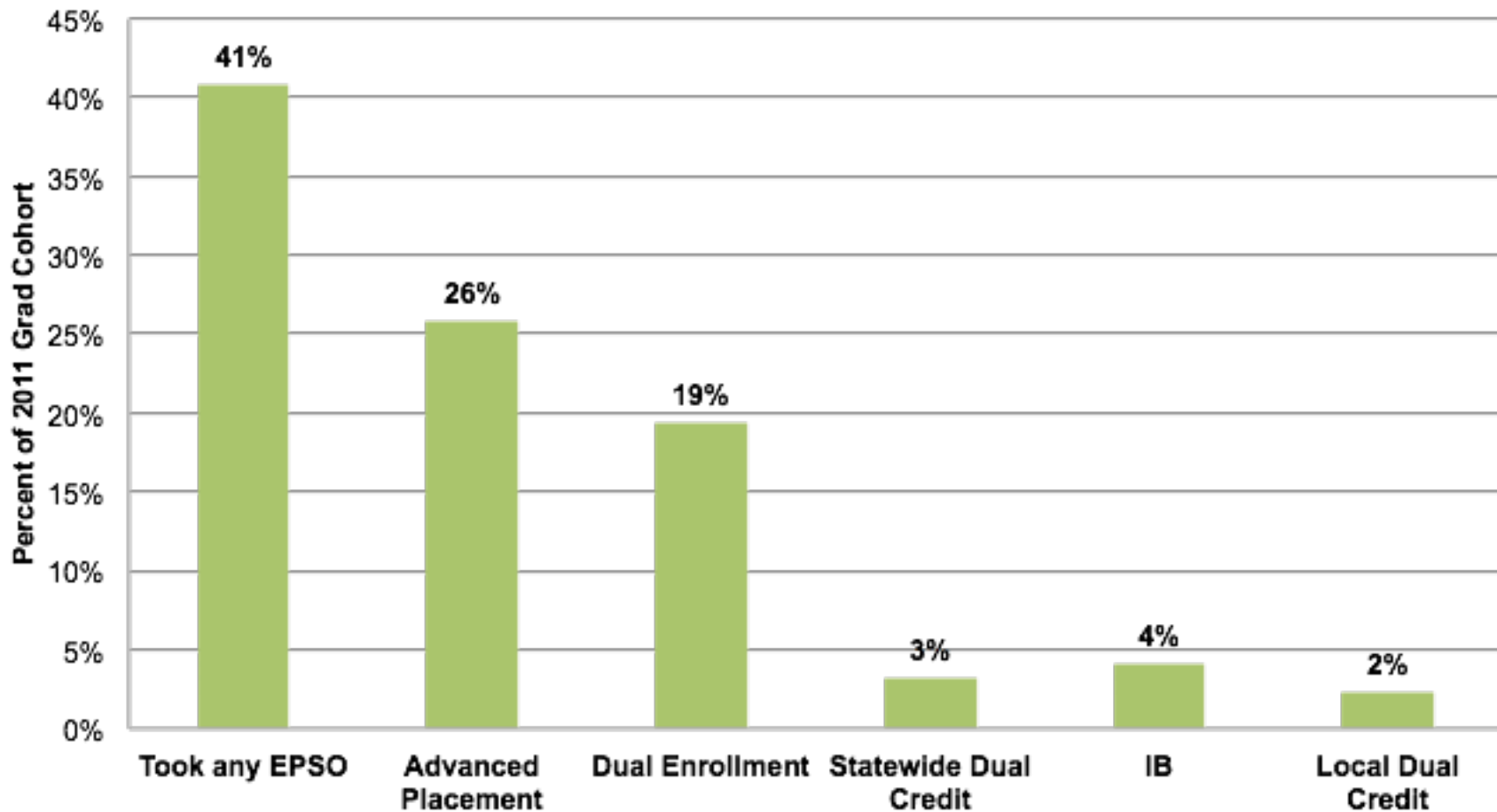
# EPSO LANDSCAPE



# Nearly all Tennessee high schools offer EPSOs



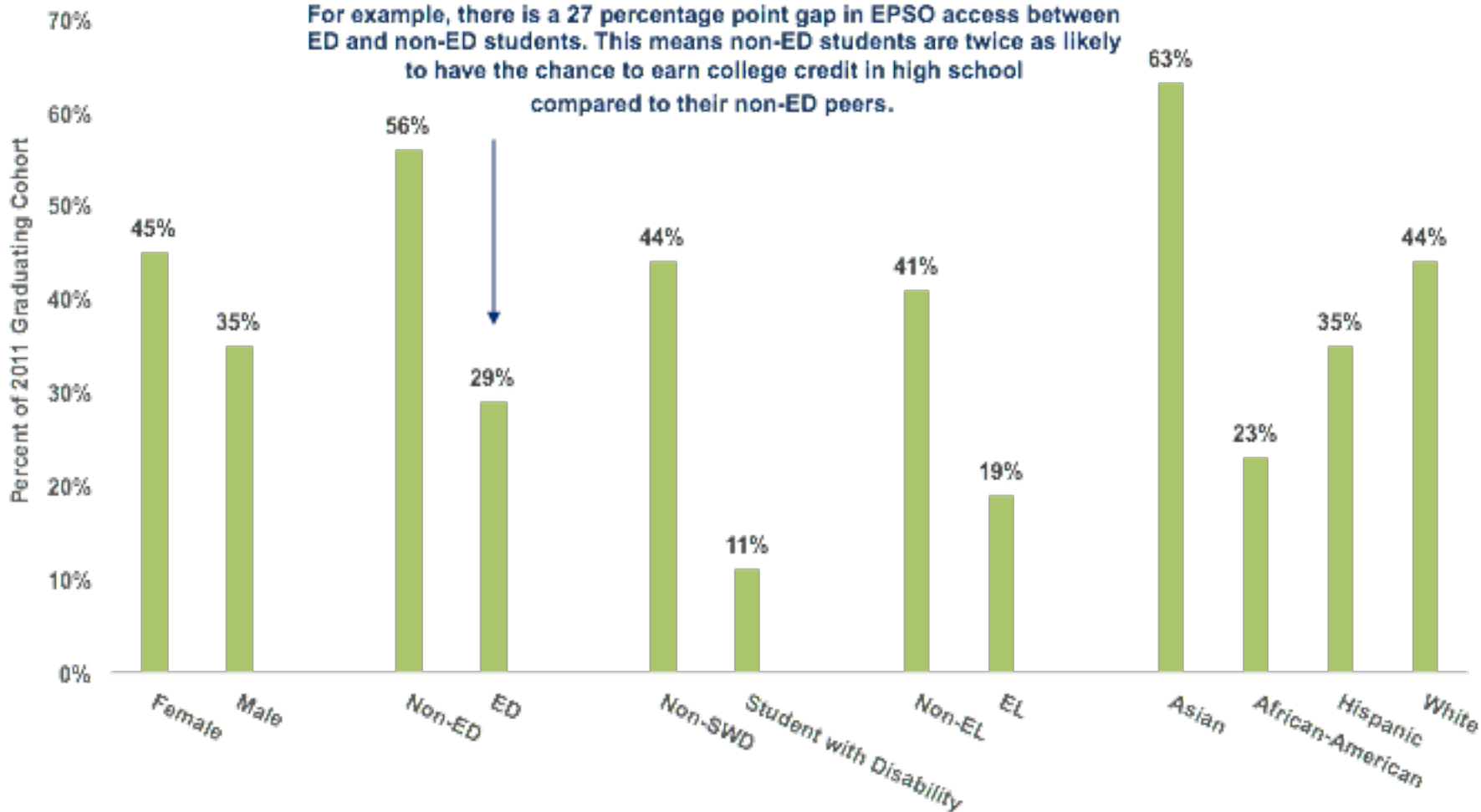
Still, just over 40 percent of the 2011 graduating cohort (2015 graduates) attempted an EPSO



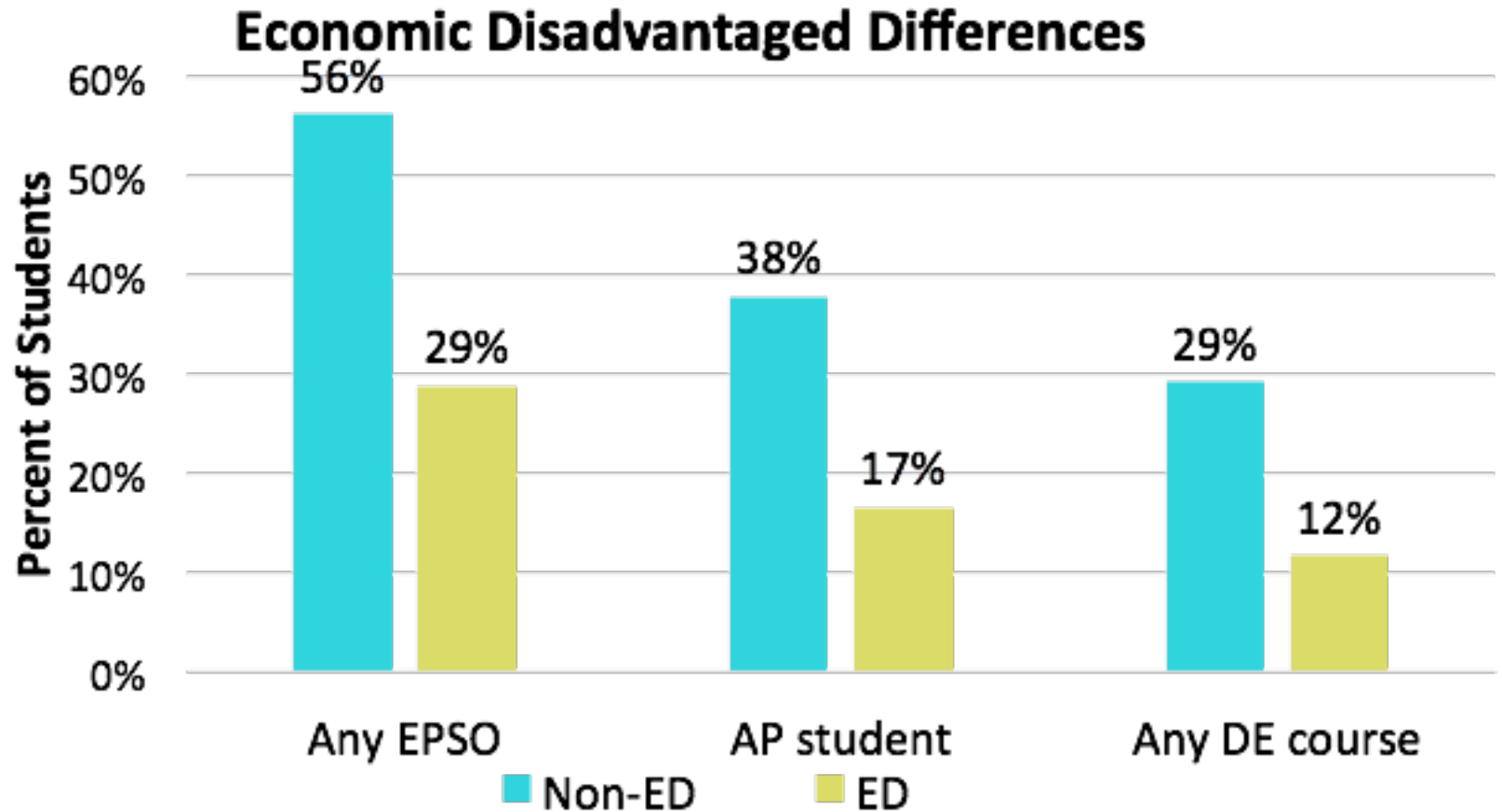


# Gaps in EPSO Enrollment

For example, there is a 27 percentage point gap in EPSO access between ED and non-ED students. This means non-ED students are twice as likely to have the chance to earn college credit in high school compared to their non-ED peers.



Gaps in ED student access exist across EPSOs. Many “ready” students are not taking EPSO courses



# FUNDING



Early Postsecondary Opportunity	Typical Associated Costs	Available Funding Options
<b>Advanced Placement (AP)</b>	Required Costs: <ul style="list-style-type: none"> <li>• Student exam fees</li> </ul> Potential (not required): <ul style="list-style-type: none"> <li>• Teacher training</li> <li>• Purchase of materials or curriculum supplements</li> </ul>	<ul style="list-style-type: none"> <li>➤ State Exam Fee Assistance Pilot</li> <li>➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I</li> <li>➤ Perkins Basic (only when course is within a POS)</li> <li>➤ College Board economically disadvantaged fee waivers</li> <li>➤ Local Chamber of Commerce or industry partnership</li> </ul>
<b>Cambridge International Exams (CIE)</b>	Required Costs: <ul style="list-style-type: none"> <li>• Student exam fees</li> </ul> Potential (not required): <ul style="list-style-type: none"> <li>• Teacher training</li> <li>• Purchase of materials or curriculum supplements</li> </ul>	<ul style="list-style-type: none"> <li>➤ State Exam Fee Assistance Pilot</li> <li>➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I</li> <li>➤ Perkins Basic (only when course is within a POS)</li> <li>➤ College Board economically disadvantaged fee waivers</li> <li>➤ Local Chamber of Commerce or industry partnership</li> </ul>
<b>CLEP Exam</b>	Student exam fee	<ul style="list-style-type: none"> <li>• Perkins Basic (only when course is within a POS)</li> </ul>
<b>International Baccalaureate (IB)</b>	<ul style="list-style-type: none"> <li>• Application and/or teacher training costs to become an IB World School</li> <li>• Student exam fees</li> </ul>	<ul style="list-style-type: none"> <li>➤ State Exam Fee Assistance Pilot</li> <li>➤ Federal Grants: ESSA Title IV Block Grant (TBD), Title I</li> <li>➤ Perkins Basic (only when course is within a POS)</li> <li>➤ College Board economically disadvantaged fee waivers</li> <li>➤ Local Chamber of Commerce or industry partnership</li> </ul>



Early Postsecondary Opportunity	Typical Associated Costs	Available Funding Options
<b>Dual Enrollment</b>	Required Costs: <ul style="list-style-type: none"> <li>• Tuition cost</li> <li>• Mandatory fees</li> </ul> Potential Costs: <ul style="list-style-type: none"> <li>• Course-specific fees</li> <li>• Textbooks or other materials</li> </ul>	<ul style="list-style-type: none"> <li>• Dual Enrollment Grant</li> <li>• Perkins Basic (only when course is within a POS)</li> <li>• Scholarships/Gap costs covered by some institutions</li> </ul>
<b>Local Dual Credit</b>	Standard fee of \$25 across all community colleges	
<b>Statewide Dual Credit</b>	<ul style="list-style-type: none"> <li>• Required teacher training travel costs</li> <li>• Student exam fees (covered by department)</li> </ul>	Exam costs fully covered by TDOE
<b>Industry Certification</b>	<ul style="list-style-type: none"> <li>• Student exam fee</li> <li>• Licensure application fee</li> <li>• Professional organization registration fee</li> </ul>	<ul style="list-style-type: none"> <li>• Perkins Basic</li> <li>• Perkins Reserve Grant</li> </ul>

# Where are we now?

- Tennessee submitted the final ESSA State Plan on April 3<sup>rd</sup>.
- ESSA was codified by TN General Assembly and became state law July 1, 2017.
- On August 31, 2017 the U.S. Department of Education approved Tennessee's ESSA plan.
- Schools will start receiving A-F letter grades December 2018.



## What will we be watching in implementation?

- Districts and schools must commit to offering a diverse array of Early Postsecondary Opportunities for high school students.
- Student access of EPSOs by subgroup and inequities in access for underserved groups of students.
- The development of data systems to ensure Tennessee can meet the goal to transition to success metrics in three years.



# What will we be watching in implementation? (continued)

- Enrollment practices (certain groups of students not being allowed to enroll in EPSOs or discouraged from enroll).
- Efforts to ensure strong partnerships with rural areas to increase EPSO options.
- Efforts to ensure every high school offers at least one EPSO.





# What can you do?

**Examine EPSO access rates and trends at your local school.**

Questions to ask:

- Are there student groups, or grades, that have lower rates of participation in the EPSOs offered at this school?
- Are there trends in the reasons for student enrollment by subgroup?
- Is there a diverse array of EPSO options for students at this school?
- What systems are in place now to address increasing access to EPSO?

**Find out how you can assist with efforts to increase EPSO options and student participation at your local school.**

- Partnerships
- Incentive programs
- Services & Resources



# Future ESSA Webinars

## **Rural Districts**

Noon CST, Sept. 16, 2017

## **School Accountability**

Noon CST, October 20, 2017

## **School Improvement**

Noon CST, November 17, 2017

## **Parent Engagement**

Noon CST, December 15, 2017

## **School Funding**

Noon, CST, January 19, 2018



# Questions?

Please fill out our survey!

